

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Chesterton Primary School
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	61.65
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2020-21 to 2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	L Jackson
Pupil premium lead	S Formosa
Governor / Trustee lead	R Dutton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 113,570
Recovery premium funding allocation this academic year	£ 12,071
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£125,641

# Part A: Pupil premium strategy plan

## Statement of intent

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:

- Quality First Teaching
- Academic Support
- Wider Approaches

The Education Endowment Foundation's (EEF) pupil premium guide provides additional information and evidence about effective use of this funding and has been used to inform our pupil premium planning.

A similar tiered approach was used last academic year and has proved effective. Current plans have built upon this firm foundation.

It is the school's intention to ensure that additional funding is used in order to improve the attainment and life chances of our disadvantaged pupils and to help to mitigate the additional negative impact of COVID-19 on these pupils. The ultimate aim is, of course to ensure that there is no discernible gap between the performance of these and other pupils. These plans are designed to work towards this aim by narrowing the gap.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gaps in prior knowledge, misconceptions
2	Early language and maths ability is below considerably average on entry
3	Lack of appropriate technological devices in the home to support learning
4	Lack of wider experience – cultural capital
5	Low self-esteem, and mental health challenges

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Curriculum development becomes embedded.	There is in place a well-developed, sequenced curriculum leads to high standards of achievement. Pupils 'know more, remember more, understand and apply'
Assessment is continuous and means that all individuals' learning is developed at an appropriate base.	Teachers regularly and routinely assess all pupils in order to refine their plans and that pupil 'know more, remember more, understand and apply'
Learning is well sequenced for all children so that knowledge acquired over time becomes 'sticky'.	Pupils will be able to apply their knowledge to a variety of problems and situations across the curriculum as a whole.
All older pupils have access to high quality technology to support and enhance Teaching and Learning both in school and at home.	All pupils in years 4, 5 & 6 have an i-pad that is for their own use in school and at home. There is evidence of independent learning for all pupils that consolidates crucial knowledge.
Early Years Curriculum is designed to focus on essential skills, feeding into the whole school curriculum.	Pupils rapidly make progress in early reading and catch up on the gaps seen on entry. They are fully prepared for Key Stage 1 learning by the end of EYFS.
Targeted interventions are planned and delivered by well qualified members of staff to address misconceptions and gaps in knowledge.	Identified pupils receive high quality 1-2-1 or small group support that accelerates their progress and learning

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 59000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development -whole school focus and CPD activities. Integrated approach across the whole year.	Ofsted research supports the approach that a well-planned and sequenced knowledge-based curriculum is the most effective approach to delivering high quality learning	1 & 2
Strong EYFS staffing to support Early Development	A strong start in Early Years – Development Matters	

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35401

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils in years 4, 5 & 6. have an i-pad to be used for integrated home and school learning.	EEF toolkit highlights effectiveness of digital technology. In school evaluation of engagement rates and learning progression reinforce that this is appropriate to our setting.	3
Targeted additional support – individual, small groups, reading, phonics and maths.	EEF toolkit evaluates research around additional targeted support. Students accelerated progress from last academic year – phonics, KS1 data and reading across school	1 & 2

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 40,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS - supporting full time nursery provision to aid accelerate start for struggling families	Development Matters -a strong start in Early Years provides the building blocks for education Full day funded places Spring/Summer Term	1 & 2
Incentives for good attendance such as activity days, events and visits/residential subsidies	Improved attendance on days when historically attendance has been low – end of half terms and Fridays. Equal opportunities for disadvantaged pupils	4

**Total budgeted cost: £ 125,641**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Good progress was made in EYFS with SSP 93% pass at end of KS2

KS1 children made solid progress in phonics and reading with 93% of cohort passing phonics at end of KS1

All children were supported in trips/ educational visits and residential – reduced costs to families

All children had appropriate technology to support school and home learning – subscriptions support PP

Behaviour strong – PP supported so deprivation not a disadvantage

### Further information

Strategies being funded by this year's spend include:

- One to one tuition
- Small group tuition;
- Early development – EYFS environment and resources
- Maths Whizz – supplementing and supporting gaps in learning
- Times Table Rock Stars
- Educational Visits – enrichment, cultural and educational